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Intended for county boards of public instruction, school administrators, and special educators in Florida, the booklet provides guidelines for the development of county plans for special programs. The following are specified: criteria and calendar for approval of county plans; basic considerations for program development; supervision and administration of exceptional child education; and county plan outline. Excerpts pertaining to exceptional child education are included from Florida statutes and state board regulations. (JD)

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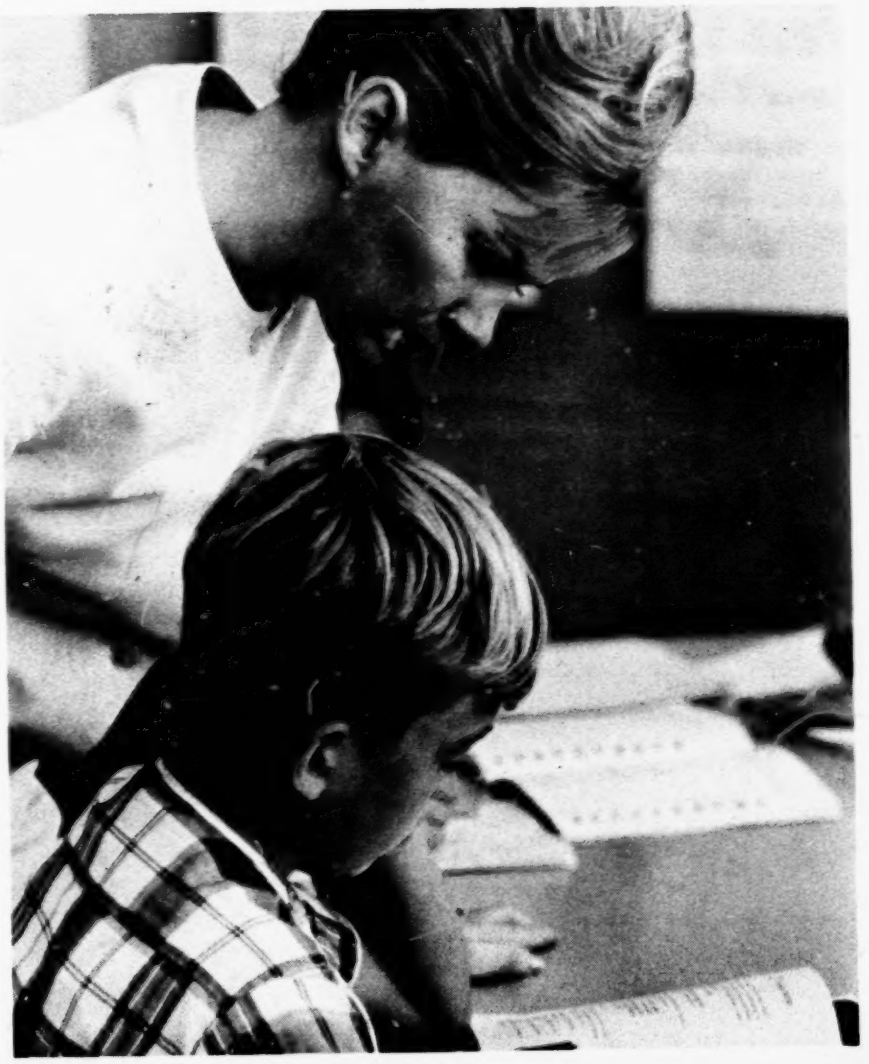
EXCEPTIONAL CHILD EDUCATION SECTION



GUIDELINES

county plan for the provision of special education programs for exceptional children & youth

STATE DEPARTMENT OF EDUCATION
TALLAHASSEE, FLORIDA
FLOYD T. CHRISTIAN, Supt. of Public Instruction

APR 29 1968

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GUIDELINES

COUNTY PLAN FOR THE PROVISION OF SPECIAL EDUCATION PROGRAMS FOR EXCEPTIONAL CHILDREN AND YOUTH

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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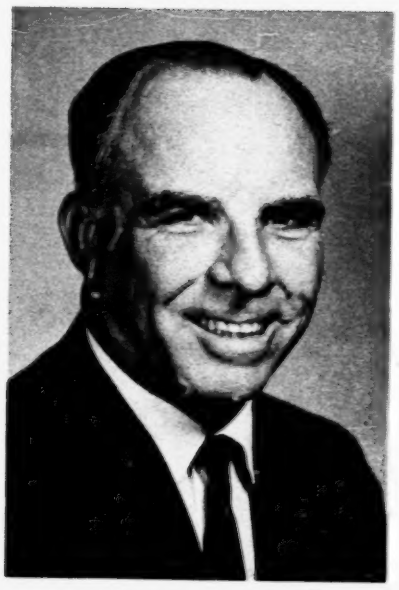
FLORIDA STATE DEPARTMENT OF EDUCATION

FLOYD T. CHRISTIAN, Superintendent

Tallahassee, Florida

1968



FOREWORD

Through the provision of state funds by legislative action, the people of Florida have indicated their desire to meet the Special Education needs of exceptional children. The Florida State Department of Education is ready to cooperate with parents, teachers, school administrators, other agencies, and interested citizens in an effort to establish instructional programs for exceptional children as the local community may need.

Florida law requires that — "Each county board which participates in this program shall submit annually to the state superintendent a plan outlining its proposed procedure for the provision of special educational services for exceptional children and no funds authorized herein may be allotted to any county until such plan has been approved in writing by the state superintendent in accordance with regulations of the state board." (FS 236 (4) (a) 1)

The exceptional child should participate as much as possible in regular school activities and in experiences which are appropriate to his needs and abilities. This guide should assist local school systems in developing a plan to provide those special arrangements which will enable the handicapped child to make greater progress toward optimal growth and development. We cannot be satisfied until every exceptional child in Florida receives the instructional program that will prepare him to take his place in our society.

It is hoped that these **Guidelines** will help bring clarity and direction to educational planning for exceptional children in Florida and yet be broad enough in scope for the varying needs of the individual and the community.

Floyd T. Christian

State Superintendent of Public Instruction

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The following groups and individuals contributed to the initiation and completion of these Guidelines:

— Various committees of the Directors, Supervisors, and Coordinators of Special Education Programs throughout Florida who read and made suggestions for the final draft.

— Members of the staff of the Division of Curriculum and Instruction, State Department of Education; Assistant Superintendent Dr. Joseph Crenshaw, Dr. Landis M. Stetler, Dr. Sara E. Conlon, Miss Mary Lou McEver, Mrs. Wendy Cullar, Mrs. Ruth Chapman, and Mr. Ray O'Keefe, Specialist, Graphic Arts.

— Other State Departments of Education whose guidelines and other publications offered valuable suggestions and ideas. These states include: Illinois, Virginia, Kentucky, Colorado, and Nebraska.

INTRODUCTION

Comprehensive Planning for Florida's Exceptional Children

Beginning with the Florida School law passed in 1941, to provide for the education of "physically handicapped" children, and an amendment passed in 1945, making provision for the mentally retarded public school students, Florida gave recognition to State responsibility in the provision of instruction and facilities for exceptional children. When the present Minimum Foundation Program was passed in 1947, broader provisions were made for Special Education to meet the needs of all exceptional children by permitting the establishment of special instruction units, for exceptional children, from State funds.

When the allotment of State Exceptional Child units are made, consideration is given to:

1. The community need for instructional programs for exceptional children as outlined in the county plan and
2. Approved teachers whose professional preparation qualifies them as special teachers in the classification of exceptionality in which the teaching is to be done.

In addition, the same ratio of funds is allocated for exceptional child units with respect to capital outlay, other current expenses, and ASIS units, as for regular instruction units for non-handicapped children.

The establishment of instructional programs for exceptional children is based upon the recognition that there are wide deviations or differences among children in their physical, mental, emotional or social needs. Subsequently, it follows that an instructional program — organization of the program, housing facilities, instructional methods — must differ to meet fully the educational needs of children who deviate from the average to the extent that they require special education to develop their maximum potential.

The purpose of this booklet is to provide guidelines for county boards of public instruction, school administrators and special educators in Florida, for the development of their county plan for the provision of special education "program" for exceptional chidren.

The staff of the Education for Exceptional Children Section, Division of Curriculum and Instruction, is available for consultation in helping county school systems in the development of their county plans.

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1. FLORIDA STATUTES — Excerpts pertaining to Exceptional Child Education.

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1 CRITERIA FOR APPROVAL OF COUNTY PLANS

The county plan to outline procedures for special educational provisions for exceptional children shall:

1. Identify the need for special education programs and outline administrative responsibilities of the county staff to meet these needs.
2. Outline provisions for the identification, evaluation, and placement or referral to appropriate instructional programs and/or services.
3. Describe provisions for the organization, administration, supervision, and financing of special education facilities.
4. Describe provisions for the orderly development of a total sequential program including curriculum, staffing, and housing, within a reasonable period of time.

CALENDAR FOR RECEIPT AND APPROVAL OF COUNTY PLANS

MARCH 1 Due date for receipt of county plan for following school year in the State Department of Education.

APRIL 15 Date for report of final or conditional approval to counties from the State Department of Education.

2 BASIC CONSIDERATIONS FOR PROGRAM DEVELOPMENT

Since Florida, for many years, has been organized on a county school system basis, this administrative unit will be expedient for most program organization. However, since some instructional programs are designed for children with extremely low incidence, it is not practical for smaller counties to develop their own program in all of the areas of the exceptionalities.

The table below provides a reasonable guideline for expectations of program development based on the school population of a county. Some counties should look toward setting up provisions across county lines for some exceptionalities. This may include several counties working together or a larger county cooperating with surrounding smaller counties.

TABLE 1

SCHOOL POPULATIONS All Counties	MINIMUM PROGRAM DEVELOPMENT Educable Mentally Retarded
5,000 - 15,000	Educable Mentally Retarded Speech Therapy Homebound and Hospitalized Trainable Mentally Retarded Full-time Director of Program
15,000 - 30,000	Educable Mentally Retarded Speech Therapy and Hearing Homebound and Hospitalized Trainable Mentally Retarded Visually Impaired Emotionally Disturbed Learning Disabilities Full-time Director and Staff

30,000 - 55,000	Educable Mentally Retarded Speech Therapy and Hearing Homebound and Hospitalized Trainable Mentally Retarded Visually Impaired Emotionally Disturbed Learning Disabilities Physically Handicapped Full-Time Director & Staff
55,000 and above	Educable Mentally Retarded Speech Therapy Homebound and Hospitalized Trainable Mentally Retarded Visually Impaired Emotionally Disturbed Learning Disabilities Physically Handicapped Deaf Full-time Director & Staff

Planning should be based on a survey of the number of exceptional children within the county which includes both those students presently attending school, pre-school children and school age students not attending an instructional program.

The prevalence rates in Table II indicate the number of children in the major special education categories that should be found in any given pupil population. These rates are estimates based on recent reports in the literature and the Illinois Census of Handicapped Children conducted in 1958 and 1962. [1]

PREVALENCE RATES

Table II

	Number of Children Per School Population K-12			
	Per Cent	1,000	10,000	15,000	20,000
Speech Impaired	5.0	50	500	750	1,000
Socially Maladjusted	2.0	20	200	300	400
Emotionally Disturbed	1.0	10	100	150	200
Educable Mentally Retarded	2.0	20	200	300	400
Trainable Mentally Retarded	.25	2	20	30	40
Intellectually Superior	2.0	20	200	300	400

Table II (Continued)

	Number of Children Per School Population K-12				
	Per Cent	1,000	10,000	15,000	20,000
Physically Handicapped	.5	5	50	75	100
Deaf [2]	.1	1	10	15	20
Blind and Partially Sighted	.09	.9	9	13	18
Learning Disorders	1.0	10	100	150	200

[1] Guidelines for County Advisory Committess, Board of Public Instruction, State of Illinois, 1962, p. 7

[2] Hard of Hearing included in Deaf and Speech

STATEMENTS REGARDING GENERAL PROGRAM DEVELOPMENT

1. A comprehensive program for exceptional children and youth must be based on a sound county-wide screening and diagnostic program with provisions for continual evaluation of pupils placed in special education programs.
2. Planned programs begin at the primary level and extend through the high school.
3. Consideration is given to the development of pre-school programs in those areas where this is a critical time in the educational development of a child.
4. Provisions are made for specialized supervision and administration.
5. Provisions for a comprehensive senior high school program include services of work-study coordinators, vocational counselors, and cooperative arrangements with the Division of Vocational Rehabilitation.
6. Consideration is given to services in facilities operated by other state agencies. A statement regarding the use of such facilities is included in the county plan.
7. Relationships to other school personnel such as special reading consultants, curriculum directors, special subject supervisors and pupil personnel services are clearly defined.
8. In comprehensive planning, consideration is given to many designs for instructional programming and is not limited to the concept of special classrooms. Such programming may include children assigned to the special education classroom teacher, itinerant teacher, resource teacher, individual tutor, part-time teacher, therapist, etc.
9. Consideration is given to cooperation with adjacent county school systems.

The Retarded

Educable Mentally Retarded

1. Two or more elementary classes in a school center to facilitate grouping to meet the various interests and instructional needs of chronological age groups.
2. Approximately 30 students are needed for a comprehensive Junior High school program.
3. Approximately 30 students are needed for a comprehensive Senior High school program.

Trainable Mentally Retarded

1. A minimum of three classes is considered essential for a comprehensive program which provides for the total range of school age children.
2. Provision should be made for the transition into post school programs such as sheltered workshops subsidized by the Division of Mental Retardation or other organization.

Special Social and Emotional Problems

(Including (a) socially maladjusted, (b) learning disorders, and (c) the emotionally disturbed.)

1. Appropriate programming should be provided as needed.
2. Out-of-school children under this classification should be provided an educational program.
3. The services of social workers, psychologists, and school nurses are vital for successful program operation.
4. Mental health centers, maternity homes, detention homes, psychiatric units, and other facilities serving maladjusted children are an integral part of the program.
5. Psychiatric consultive services for the programs for the severely emotionally disturbed children are required.

The Physically Handicapped

1. The kind and scope of programs for three-to-five year olds should be carefully planned.
2. A pre-primary, elementary, and secondary program is considered minimal.
3. Various therapies, such as physical therapy, occupational therapy, and speech therapy, may be provided in the public schools; however, physical and occupational therapy, if available in hospitals, or private or public agencies, may be utilized.

The Visually Impaired

1. A minimal program would include one itinerant teacher.
2. Joint planning to provide for a greater population base may be necessary.
3. Reader and braillist services are essential.

The Deaf and Hard of Hearing

1. Development of a comprehensive program for the deaf must include provisions for adequate grouping and sequential programming from pre-school age. Plans should lead toward a minimum of six classes at the elementary level and appropriate programming at the secondary level.
2. Since a population base of 30,000 is usually not sufficient for a minimum program, joint county planning is indicated.
3. A program for children with hearing problems, who are achieving in regular classes, would include one itinerant hearing therapist.

The Speech Impaired

1. Of the total number of speech correctionists needed for a county, approximately three-fourths will be needed in the elementary and one-fourth in secondary.
2. Students in special education classes may qualify for and benefit from correction.

Administrator

1. Administrative responsibilities for the special education program should be assigned to one member of the instructional staff so that the varied programs, ancillary services, and services of related agencies, may be effectively coordinated.
2. When a county reaches a school population of 10,000 and has programs for 3 or more areas of exceptional children, a full-time director should be employed.

Supervisors

1. Adequate supervision is an essential feature of a comprehensive program.
2. When a special education program has 10 or more professional workers in one area, such as the mentally retarded, and the total special education staff exceeds 20, counties should consider hiring a supervisor to work directly with professional personnel to improve instruction.

3. Regular school administrators and other educational personnel have the same supervisory duties for special education programs as for any other programs in the school.

Facilities

1. School plant planning and construction should take into consideration the facility needs of exceptional children.(For example, provisions for speech therapy, and specially designed classrooms.)
2. Plans which base housing on a year-by-year availability of classrooms will not be viewed with favor. Classrooms should be permanent in nature and moved only as special education program growth dictates. Portable classrooms may be used on a temporary basis during transitional periods.

Transportation

1. Transportation services are used to expedite the location of good educational programs for exceptional children.
2. Maximum utilization of exceptional child transportation units is made.

3 SUPERVISION AND ADMINISTRATION OF EXCEPTIONAL CHILD EDUCATION

A. The Role of the State Department of Education

Members of the staff of the Education for Exceptional Children Section of the Division of Curriculum and Instruction provide consultive services for general program development of special education programs as well as specialized services in the various areas of exceptionality. Assistance is offered to local school systems by:

1. Offering consultive services on invitation from local school systems with the approval of the superintendents.
2. Reviewing and recommending allocation of special instruction units for exceptional child programs.
3. Collecting, interpreting, and disseminating significant information data relative to the various phases of Exceptional Education.
4. Assisting local school systems, upon request, in planning and establishing experimental or pilot programs for the improvement of instruction for exceptional children.
5. Serving as a liaison with other divisions and sections of the State Department of Education.
6. Preparing and distributing bulletins, manuals, guides, curriculum materials, bibliographies, newsletters and research information.
7. Serving as a liaison and participating in matters relating to surveys, evaluations, and joint projects involving exceptional education.
8. Serving as a liaison with the special education teacher training institutions of higher learning in matters of teacher certification and the improvement of education practices for children in all areas of exceptionalities.
9. Planning and conducting state conferences, institutes, and workshops to develop understanding and to assist in the training of those who are engaged in Special Education programs.
10. Making available the information needed by citizens, organizations and agencies so that they can participate intelligently in planning with school administrators a program for exceptional children within the framework of the State's philosophy.

11. Reviewing projects requesting federal funds for exceptional education programs.

12. Participating in professional meetings and conferences on the national, state, and county levels representing all areas of exceptional education.

B. The Role of the County Director or Coordinator

The effectiveness of the Special Education program within a county is based upon the coordination of the various areas of special education, the integration of special education into the total program of the school system, and the optimum use of community and state resources. The director or coordinator of Special Education provides leadership and works closely with other school personnel, parents, community and state agencies. He should have the responsibility for the program in the local school system and be given the authority to implement his program, subject to the approval of the school administrator. His responsibilities may include:

1. Initiating new programs and continuously planning for an expanded, sequential total program for exceptional children and youth.
2. Maintaining adequate procedures for the identification, referral, placement and dismissal of students.
3. Supervising record keeping for all students in the program.
4. Providing leadership in curriculum development.
5. Conducting staff conferences and orientation seminars.
6. Assisting in planning and implementing pre-school, post-school, and in-service training programs for exceptional education personnel.
7. Maintaining good public and community relations.
8. Procuring and distributing materials and equipment.
9. Providing leadership in program evaluation and follow-up procedures.

4 COUNTY PLAN OUTLINE

A. Philosophy of the County Exceptional Education Program.

A statement from the County Board of Public Instruction concerning the county's responsibility for educating exceptional children shall be made including the county school board regulations and administrative policies on which the rationale for the county exceptional education program is based.

B. Survey of Exceptional Children.

Based on the state incidence figures, with local considerations, the county school systems should establish the estimated numbers of children deviating from the normal to such extent that special educational provisions are necessary for their proper educational development. Information should be solicited from community and state agencies also dealing with various handicapping conditions of school-aged and pre-school children, so that those children not attending the public school may be included. These agencies might include:

Public Health Department
Florida Crippled Children's Commission
Florida Council for the Blind
Division of Mental Retardation
Division of Mental Health
District Office of Vocational Rehabilitation
Division of Youth Services
State Welfare Department

Survey of Exceptional Children Chart

Total School Population	Area & Prevalence %		Suspected			Served	Waiting List
			Pre-school	Elementary	Secondary		
	Speech Impaired	5.0					
	Intellectually Superior	2.0					
	Soc. Maladjusted	2.0					
	Educable M. R.	2.0					
	Emo. Disturbed	1.0					
	Trainable M. R.	.25					
	Learn. Disorders	1.0					
	Phy. H-Homebound & Hospitalized	.25					
	Phy. H. Classes	.25					
	Deaf	.1					
	Blind and Partially Sighted	.09					

C. Organization and Operation of Exceptional Education Program

By means of an organization chart and/or in descriptive form, an outline of the role of exceptional education should be identified in relationship to the entire county school system. Responsibilities and role of exceptional education personnel should also be included as well as the type of supervision given exceptional education personnel and programs.

D. Criteria for Placement and Dismissal

Criteria for placement and dismissal in each program, or for a service, should be outlined.

Trainable Intellectually Disabled
Educable Intellectually Disabled
Motor Disabled
Speech Handicapped
Deaf
Hard of Hearing
Blind
Partially Sighted
Intellectually Superior
Learning Disabilities

E. Provisions for Screening, Referral, Identification, Placement, and Dismissal of Exceptional Children and Youth.

By means of a flow chart or in outline form, screening, referral, identification, placement and dismissal procedures should be given which include the following exceptional children:

Trainable Intellectually Disabled
Educable Intellectually Disabled
Motor Disabled
Homebound and Hospitalized
Speech Handicapped
Deaf
Hard of Hearing
Blind
Partially Sighted
Intellectually Superior
Learning Disabilities

If certain areas deviate from the standard procedures, please identify and elaborate. A statement regarding provision for graduation and diplomas should be included.

F. Existing Program for Exceptional Children and Youth.

The current program should be reflected in the **Annual Report of Programs for Exceptional Children and Youth.** A statement that this Report is on file in the State Department of Education is all that is necessary to cover this section.

G. Proposed Program for Exceptional Children and Youth.

On the form provided, outline the proposed program for exceptional children and youth by listing the positions involved. All proposed personnel providing an instructional program or service for exceptional children should be listed regardless of the source of funds. Priority of implementation should be assigned to each position.

1. Program Areas

Intellectually Disabled — Educable
Intellectually Disabled — Trainable
Intellectually Superior
Motor Disabled
Speech Correction
Hearing
Vision
Socially Maladjusted
Emotionally Disturbed
Case Services
Learning Disabilities
Varying Exceptionalities
Administration and Supervision
Other — Please specify

2. Positions

Director
Supervisor
Consultant
Teacher
Teacher-aides
Principal
Physical Therapist
Occupational therapist
Speech Correctionist
Evaluator
Psychologist
Case Worker
Job Placement Counselor
Other — Please specify

3. Unit Organization

Full-time Special Class
Part-time Special Class
Itinerant Service
Consultive Service
Case Service

4. Proposed Enrollment

Daily or weekly class or case load

5. Class Grade Equivalent or Range

Indicate Pre-school, Elementary, Junior High, or Senior High

6. School Station/s

Indicate location of classroom or schools served by itinerant personnel.

7. Facilities

Indicate availability for proper facilities.

8. Budget for Materials/Supplies

Indicate approximate budget for each position, over and above general operating funds. If no monies are provided, indicate "none."

9. Source of Unit Funds

State Exceptional Child Unit, County, 89-10
Title I, Title VI, etc.

G. Proposed Program for Exceptional Children & Youth

County_____ _____School Year

Program Area_____

Priority	Position	Unit Organization	Case or Class Load	Class Grade Equivalent	School Station/s	FACILITIES		Budget for Materials & Supplies	Source of Unit Funds
						Available	Not Available		

H. Facilities

Indicate plans for needed facilities for existing or proposed programs, including reference to recent or proposed county school plant survey.

I. Additional Information

Make brief but specific statements on the following topics as they relate to the county's special education program.

1. In-service training program for teachers.
2. Federal grants and special funded projects.
3. Cooperative agreements with other agencies or counties such as:
   a) Division of Vocational Rehabilitation or Florida Council for the Blind.
   b) Inter-county programs for low prevalence groups.
   c) Use of units in private facilities.
4. Curriculum Development

J. Additional Comments.

APPENDIX

Florida Statutes Pertaining to Exceptional Child Education Program

1965

Specific definitions 228.041 (21), (22), (23)

(21) EXCEPTIONAL CHILDREN. — The term "exceptional children" as used in 232.13(2), 236.04(4) shall mean a child or youth who having been identified as exceptional by competent authority designated by the state board, shall be determined to require special classes, facilities or services or a combination thereof to be properly educated.

(22) SPECIAL SERVICES. — Means such related services to the exceptional child or youth as transportation, special teaching situations, i.e., (home, hospital) corrective teaching in speech, sight and health habits, the provision of special seats or equipment. In addition, special materials and/or teaching supplies may be required for the proper instruction of exceptional children and youth.

(23) The state board of education shall be authorized to set standards for the certification of personnel to effectuate the services prescribed in sub-sections (21) and (22) and in 236.04(4).

Exceptional Children; requirements for teachers 231.181

No teacher shall be employed to teach exceptional children under the provisions of this law until such teacher has been duly certificated as a teacher of exceptional children under the regulations of the state board, which is hereby directed to develop plans for the proper education of teachers of exceptional children and to prescribe and issue such standards and regulations as may be necessary and reasonable for certificating teachers and supervisors for exceptional children.

Lists of deaf, blind, crippled and exceptional children 232.13 (1), (2)

(1) At the close of the second week of school each year the principals of the schools in each county shall transmit to the county superintendent and the county superintendent shall transmit to the state superintendent a list of the deaf children and a list of the blind children in the county, said lists to be transmitted by the state superintendent promptly to the president of the Florida school for the deaf and the blind. Similarly a list comprising all other children who have serious physical disabilities which prevent their attendance in public schools, or which greatly impede their progress

in school, shall at the same time be prepared by the principals of the schools and sent by the county superintendent to the state superintendent for transmission to the crippled children's commission or to any other agency providing services for handicapped children.

(2) The Florida crippled children's commission, the state board of health, and the state board of social welfare shall direct their field workers to review their case records on or before March 31 of each year and to report to the county superintendent of each county the names and other pertinent information for all exceptional children in the county whose conditions, in their opinion, require special educational services.

Textbooks; children with impaired vision 233.49

The state superintendent of public instruction is authorized to purchase and arrange for distribution among county school systems previously adopted textbooks which are prepared in various media for the use of partially sighted children enrolled in the public schools of Florida.

Procedure for determining the number of instruction units 236.04(4) (a), (b), (c), (d)

(4) UNITS FOR EXCEPTIONAL CHILDREN.—Instruction units for exceptional children shall be computed as follows:

(a) The term "exceptional child" shall mean any educable child or youth whose physical functions or members are so impaired, as certified by a competent physician, that he cannot be adequately educated in the regular classes of the public schools or that he cannot be adequately educated in such classes without the provision of special facilities or services; and any other educable child or youth who, because of a physical, emotional or mental condition, has been certified by a competent specialist qualified under regulations of the state board to examine exceptional children, as unsuitable for enrollment in a regular class of the public schools or as unable to be adequately educated in the regular classes of the public schools without the provision of special educational facilities or services. Instruction units for exceptional children shall be computed when the following reqcirements for participation have been met:

1. Each county board which participates in this program shall submit annually to the state superintendent a plan outlining its proposed procedure for the provision of special educational services for exceptional children and no funds authorized herein may

be alloted to any county until such plan has been approved in writing by the state superintendent in accordance with regulations of the state board.

2. No child shall be given special services under the terms of this law as an exceptional child until he is properly classified as an exceptional child in keeping with the definition given above. A copy of the report certifying to the child's condition shall be kept on file in the office of the principal of the school in which the child is enrolled.

3. In providing for the education of exceptional children the county superintendent, principals and teachers shall untilize the regular school facilities and adapt them to the needs of the exceptional children wherever this is possible. No child shall be segregated and taught apart from normal children until a careful study of the child's case has been made and evidence obtained which indicates that segregation would be for the child's benefit or is necessary because of difficulties involved in teaching the child in a regular class.

4. The principal of the school in which the child is taught shall keep a written record of the case history of each exceptional child showing the reason for the child's withdrawal from the regular class in the public school and his enrollment in or withdrawal from a special class for exceptional children and this record shall be available for inspection by school officials at any time.

(b) For each group of ten or more exceptional children to be taught by a properly qualified full time teacher as a special class, or taught individually as home-bound or hospitalized children unable to attend school for the major portion of the year; one instruction unit shall be allowed. The minimum number of pupils required for such unit may be reduced to not less than five, as authorized by regulations of the state board, for special situations where the instruction of a larger number would not be feasible or practicable. One-fifth of a unit may be authorized for each exceptional child taught in communities where fewer than five exceptional children are in need of special instruction as determined by the county board in accordance with the provisions of law.

(c) For each properly qualified member of the instructional staff devoting full time to the instruction or improvement of exceptional children from regular classes as prescribed by regulations of the state board; one instruction unit shall be allowed.

(d) For each group of ten or more exceptional children between three and five years of age who need special instruction

for entrance into special classes or schools because of deafness or other similar handicaps, as prescribed by regulations of the state board, and for the instruction of which a full time qualified teacher is to be employed: one instruction unit shall be allowed.

Procedure for determining number of transportation units for kindergartens through grade twelve 236.05

(2) UNITS OF TRANSPORTATION BASED ON AREA.— . . . provided, further, that when authorized by regulations of the state board, a transportation unit shall be allowed for each bus used exclusively for the purpose of transportating ten or more physically handicapped pupils to a public school; and a proportionate fraction of a unit shall be allowed for a vehicle used exclusively for the transportation of a smaller number of exceptional children as prescribed by regulations of the state board; . . .

Florida State Board of Education Regulations

130-3.12 Computation of Transportation Units for Handicapped Pupils.

In determining the number of transportation units each year, a transportation unit shall be allowed for the operation of each vehicle used exclusively for the purpose of transporting ten or more physically handicapped pupils in average daily attendance to a public school, provided that a proportionate fraction of a unit shall be allowed for the operation of a vehicle used exclusively for the transportation of less than ten but not less than four exceptional children in average daily attendance, and provided further that:

(1) The county school board shall operate an educational program for physically handicapped exceptional pupils which has been approved by the state department of education and transport such pupils at public expense in vehicles used exclusively for such pupils.

(2) The county superintendent shall report on the operation of each such vehicle, giving information requested for the allocation of transportation units on a form provided by the state superintendent of public instruction.

(3) Pupils eligible for inclusion under the special provisions of this program shall:

(a) Be defined as any educable child or youth whose physical members or muscular coordination is so impaired that he cannot economically and efficiently be transported on a bus transporting

normal pupils, or whose visual acuity or hearing is so impaired as to require special care and supervision and justify assignment to a special bus used exclusively for such pupils.

(b) Be determined as eligible for this special transportation service at the time when an evaluating committee evaluates all exceptional children in accordance with the provisions of state board of education regulations for "Identification of Exceptional Children."

(4) The average daily attendance of physically handicapped exceptional pupils for whom transportation is provided under this regulation shall not be included in the calculation of other transportation units.

130-6.30 Purpose and Basic Principles of the Exceptional Child Program.

(1) Education for all children and youth to the maximum possible extent requires special types of instruction and services for those who differ to a marked degree from what may be considered normal. The purpose of the exceptional child program and the units for exceptional children allocated under the minimum foundation program is to provide the special instruction and services related to instruction needed for such children to be educated to the maximum possible extent. Such instruction and services should be an integral part of the regular school program, using wherever possible the regular school facilities and services adapted to the needs of exceptional children. Even though severity of handicap may require separate facilities and services, the program for exceptional children should always be considered a part of the total school program.

(2) Services to exceptional children should be primarily educational in nature, or closely related to education, as distinguished from services which are primarily medical, or custodial, or social welfare services. Units for exceptional children should not be used to provide services which normally are provided by and available from other agencies or other educational personnel.

130-6.31 Definitions of Terms in Exceptional Child Program.

The following definitions shall be followed in administering the exceptional child program:

(1) Exceptional child shall mean any educable child or youth, enrolled in or eligible for enrollment in the public schools of a county who, because of unusually high intellectual ability, or a physical, mental,

or emotional impairment is certified by educational personnel with the recommendation of medical or psychological personnel to be unable to be adequately educated in such classes without the provision of special facilities or instructional services.

(2) Educable child shall mean a child capable of learning to a degree which exceeds mere repetition and shall include those who may be expected to benefit from special educational facilities and methods designed to make them socially adjusted and economically useful and shall exclude those unable to profit by or adjust to the offerings of such an educational program.

(3) Competent specialists shall mean such persons as physicians, psychologists, psychiatrists, specialists in tests and measurements, guidance specialists, and specially qualified teachers, licensed in their professional fields as evidenced by a valid license to practice their profession in Florida, or in the case of specialists in non-medical fields, by a valid Florida teaching certificate showing training covering their fields.

(4) Properly certificated teacher shall mean a teacher who holds a valid Florida teaching certificate as a teacher of exceptional children, covering the particular exceptional quality of the children to be served.

(5) Part-time service for a teacher in exceptional child education shall consist of less than 180 days of service within a fiscal year or of being assigned less than the customary schedule for full-time instructional personnel.

130-6.32 Identification of Exceptional Children.

It shall be the responsibility of the county board, through the county superintendent of public instruction, to provide for the medical, psychological, social, and educational evaluation and classification by competent specialists of exceptional children as provided by law. Such competent specialists shall make recommendations relative to children who are to receive services and the most appropriate manner for such services to be rendered. Procedures for evaluating and classifying exceptional children shall be set forth in the plan for its exceptional child program submitted by the county and shall be approved by the state department of education.

130-6.33 Organization and Operation of Exceptional Child Program.

The program of instruction and related services for exceptional children in a county school system may be organized and operated in one or more, or a combination, of the following patterns:

(1) Full-time special class. Special class of exceptional children enrolled for specialized instruction with a specially qualified teacher or specially qualified teachers for a major portion of the school day.

(2) Part-time special class. Special instructional services are provided by a specially qualified teacher for exceptional children who are enrolled in a regular class of the public schools and spend half a day or less with the special education teacher. A minimum of twenty (20) and a maximum of forty (40) children per day shall be served by one teacher in this manner unless exceptions are permitted as described in section 130-6.35 of state board of education regulations.

(3) Itinerant instruction. Instruction provided by a special teacher in two or more schools per week to children who are enrolled in regular or special classes and spend less than half a day with the itinerant instructor.

(4) Consultative services. Consultative services are provided by a specially qualified person to teachers having exceptional children in their classes.

(5) Special services. Special diagnostic, evaluative, or consultative services are provided by specially qualified personnel for exceptional children who are enrolled in special or regular classes in the public schools.

130-6.34 Requirements for Approval of Exceptional Child Education Units.

(1) The county shall meet the following requirements and submit evidence that they have been met before approval of any request for a proposed new unit or for the continuation of a unit already in operation will be considered by the state department of education. (Section 236.04 (4), Florida Statutes)

(a) The county shall submit results of a survey of the needs of exceptional children and youth in the county and shall indicate the number of children and youth who will be served by the unit requested.

(b) The county shall indicate the nature of the exceptionalities of the children and youth proposed for services in the units requested. (Section 236.61(1), Florida Statutes)

(d) The county shall indicate the facilities to be used by the unit requested. (Section 236.61(3) and 235.16, Florida Statutes)

(e) The county shall indicate the type and level of certification of the personnel proposed for the unit requested. (Section 236.62, Florida Statutes)

(f) The county shall indicate the type and relative amounts of supervision to be afforded the exceptional child personnel for whom the unit is requested.

(g) The county shall propose a plan for subsequent re-survey and re-evaluation of the unit during the course of the school year. (Section 236.61(1), Florida Statutes)

(2) Reports of operation, pupil attendance, and number of pupils receiving services in a county on the basis of exceptional child units shall be accurately prepared and promptly submitted to the state department of education by the county superintendent of public instruction in such form and on such dates as may be prescribed by the state superintendent of public instruction.

130-6.35 Types of Classes and Services Which May Be Approved for Exceptional Child Units.

One instruction unit may be approved for the employment of a properly qualified full-time teacher to teach a group of exceptional children, or render services to exceptional children, as provided herein in the categories below, provided that a unit will be allowed for a minimum load below or a maximum load above those indicated only after a plan giving justifiable reasons for the deviation is duly submitted to and approved by the state superintendent of public instruction.

(1) Intellectually Disabled 1 — School oriented educational program for children with retarded intellectual development.

	Minimum Daily Load	Maximum Daily Load
Primary age pupils	6	12
Intermediate age pupils	8	15
Junior High age pupils	10	18
Senior High age pupils	12	18

(2) Intellectually Disabled 2 — Special training and education program for children with severely retarded intellectual development.

	Minimum Daily Load	Maximum Daily Load
Primary age pupils	5	10
Intermediate age pupils	6	10
Junior High age pupils	8	12
Senior High age pupils	10	15

(3) Intellectual Disabilities 3 — Consultative services to teachers of intellectually disabled children or to teachers who have intellectually disabled children in their classes.

(4) Intellectually Superior — Part-time or itinerant instruction or consultative services to intellectually superior children. Normally such services will be limited to those in the upper 5% in intellectual ability as determined by recognized tests.

(5) Motor 1 — Classroom instruction for children or youth with motor disabilities, or severe physical heaith problems.

	Minimum Daily Load	Maximum Daily Load
Primary age pupils	6	10
Intermediate age pupils	6	12
Junior High age pupils	8	15
Senior High Age pupils	10	15

(6) Motor 2 — Instruction for children confined tc the hospital or home.

Minimum Weekly Load	Maximum Weekly Load
5 pupils	10 pupils

(7) Motor 3 — One instructional unit may be allowed for physical and/or occupational therapy services to children with motor disabilities and special health problems provided the children are enrolled in the puplic school program and the service is rendered by a properly certified teacher under the supervision of competent specialists as defined under section 130-6.31(3), state board of education regulations.

Minimum Weekly Load	Maximum Weekly Load
20 pupils	35 pupils

(8) Speech 1 — Itinerant instruction for pupils with speech defects who are enrolled in other classes.

Minimum Weekly Load	Maximum Weekly Load
50 pupils	100 pupils

(9) Speech 2 — Itinerant instruction, including auditory training, language development, speech training and lip reading for children enrolled in regular or special classes who are deaf or hard of hearing.

Minimum Weekly Load	Maximum Weekly Load
20 pupils	50 pupils

(10) Speech 3 — Part-time or itinerant instruction in the English language for non-English speaking pupils to enable them to learn in regular classes.

Minimum Daily Load	Maximum Daily Load
20 pupils	40 pupils

(11) Hearing 1 — Classroom instruction for children who are deaf or hard of hearing.

	Minimum Daily Load	Maximum Daily Load
Primary age pupils	5	8
Intermediate age pupils	5	10
Junior High age pupils	8	12
Senior High age pupils	8	12

(12) Vision 1 — Itinerant instruction and/or consultative services for pupils who are legally blind and/or partially sighted.

(13) Vision 2 — Classroom instruction for pupils who are legally blind or partially sighted.

	Minimum Daily Load	Maximum Daily Load
Primary age pupils	6	8
Intermediate age pupils	7	10
Junior High age pupils	8	12
Senior High age pupils	10	15

(14) Social and Emotional — Classroom instruction for children with severe social and emotional problems.

Minimum Daily Load	Maximum Daily Load
5 pupils	15 pupils

(15) Varying Exceptionalities 1 — Classroom instruction for children with varying exceptionalities as defined in these regulations.

	Minimum Daily Load	Maximum Daily Load
Primary and Intermediate age pupils	10	15
Junior and Senior High age pupils	10	17

(16) Varying Exceptionalities 2 — Consultative service for teachers who have exceptional children in their classes.

(17) Special Services 1 — Educational, psychological and sociological evaluation of children thought to be exceptional for placement in appropriate instructional programs.

Minimum Weekly Load	Maximum Weekly Load
10 pupils	18 pupils

(18) Special Services II — Orientation, evaluation and placement of exceptional youth for work-experience activities.

(19) For the employment of a teacher for each group of ten or more exceptional children between the ages of three and five who

have been identified as needing special instruction or services because of deafness or other handicaps as defined in these regulations one instruction unit may be allowed, provided that a unit may be allowed for less than ten, but no less than five, pupils when specially approved by the state department of education. (Section 236.04(4)(c), Florida Statutes)

(20) One-fifth of an exceptional child unit may be authorized as provided by law for each exceptional child in categories defined in these regulations taught in communities where fewer than five exceptional children are in need of special instruction as determined by the county board in accordance with the provisions of law.

130-6.36 Proper Certification of Teachers Required.

No exceptional child instruction unit shall be approved and allowed unless the teacher working under such unit has been, as required by law, duly certified as a teacher of exceptional children, provided that the state superintendent shall have authority on application of a county superintendent to grant permission to teach on an exceptional child unit to a holder of a valid Florida Certificate when one of the following conditions exists:

(1) The teacher is certified by the county superintendent as being the only teacher available to replace an exceptional child teacher who resigns after the beginning of the year. Such permission shall be valid only until the end of the school year.

(2) The teacher has been continuously employed on an exceptional child unit and has earned six semester hours of credit toward proper certification each year.